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ABSTRACT

This annotated bibliography of 29 citations deals with the significance of extracurricular activities in the total educational process. There is a strong correlation between student involvement in extracurricular activities at the high school level and adult nonacademic achievement in later life. Aspects reported to be positively influenced by student participation are: (1) persistence; (2) academic achievement; (3) career planning; (4) human relationships; and (5) moral development. Ethnicity, school size, and exclusion were identified as three important factors influencing students' participation. Four case studies are included to illustrate the importance of extracurricular involvement in different situations for students as well as people outside the school structure. (SI)

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THE SIGNIFICANCE OF PARTICIPATION IN EXTRAMURAL ACTIVITIES:

An Annotated Bibliography

by

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April, 1988

EA 020 332

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I INTRODUCTION

Active involvement in extracurricular activities contributes positively to the development of the student. Participants are more likely to persist and graduate from their high schools and colleges (Pankanin). Other aspects that are enhanced by students' participation are their academic achievement (Harvancik and Golsan), future educational and occupational planning (Elfner and Saltiel), human relationships (Scott; Damico; Fellows; and Gibbs), and moral development (Whiteley and Biggs). In addition, students who were active participants in high school tend to become just as involved at university and college level (Scott and Damico).

Ethnic origin (Dewberry and Lyons), school size (Schoggen; Lindsay and Macintosh), and exclusion (Weber, et al. and Illinois High Schools) are three factors that influence students' participation in extra curricular activities. Various case studies illustrate the importance of participation in extracurricular activities to students, potential employers, and society.

STATEMENT OF THE PROBLEM

Teachers need to be aware of the importance of student involvement in extracurricular activities.

SIGNIFICANCE OF THE STUDY

Today's teenagers live in a rapidly changing and very demanding world. They need to be prepared through quality education to assume the responsibilities of an adult world. In this respect extracurricular activities play an important role in the total educational process (Sybouts and Krepel). There is not only a strong correlation between student involvement in extracurricular activities at high school level and adult nonacademic achievement in later life, but this program also provides opportunity for socializing and better human understanding; two aspects that cannot be learned as easily from academic curricula, as from active involvement in extracurricular activities (Gholson).

GLOSSARY

Webster's II New Riverside Dictionary defines these terms as follows:

Extracurricular: outside a school's curriculum.

Activity: a form of supervised action, as in education or recreation / the state of being active.

Extracurricular activities is the term most often used in this paper; however, terms such as "co-curricular activities" and "student activities" are also used in the literature and may occasionally appear in the text.

II SIGNIFICANCE OF PARTICIPATION

A. Persistence

State, Frances K., and Richard C. Richardson Jr. "Motivational Orientation within the Tinto Model of College Withdrawal." Resources in Education March, 1985, ED 259 619.

This study explored (1) the links among motivational orientations of entering university freshmen, (2) their involvement in social and academic activities of the university, and (3) persistence or attrition of those students. Data analyses indicated that both academic and social involvement had an influence on persistence. Results showed that students for whom cognition was of primary concern for university attendance, were more likely to persist if socially integrated. In addition, students whose attendance were goal related (objective) were also more likely to persist, if they were more academically integrated.

Pankanin, Jeanne, and John A. Lucas. "Follow-Up Survey of Former Students Who Were Active in Major Student Organizations While at Harper College." Resources in Education 11.10 April, 1981, ED 208 912.

The purpose of this study was to follow up students who participated in major student activities while at William Rainey Harper College (WRHC) and the impact these activities made on their lives. While at Harper, participants' academic performance corresponded with those of their non-active peers. However, the former persisted far longer, had accumulated more credit hours, and were more likely to graduate than were the other students who did not participate. After the target students had left the college their interest patterns also differed from those of other alumni. They reported that skills developed through participation in student activities were of great benefit to their present life situations.

Faughn, Shirley, et al. "Significant Others: A New Look at Attrition." Resources In Education March, 1982 ED 225 446.

According to the survey done for this study, the authors stated that there is a strong relationship between the college freshman students' "significant others" and their tendency to leave or persist at the college within their first year. Three out of every four (75 percent) students who left within their first year reported significant others not related to the college. Students who reported significant others affiliated with the college, showed a propensity to persist in their studies. This data enabled college officials to identify potential dropouts, to review and enhance extracurricular activities, and to redesign admission policies. The attrition rate showed a 6 percent decline during the year following implementation of these strategies.

B. Academic Achievement

Harvancik, Mark J., and Gordon Golsan. "Academic Success and Participation in High School Extracurricular Activities: Is There a Relationship?" Resources In Education August, 1986, ED 273 887.

A group of freshman entering college in 1984 were studied to assess the relationship of academic success and participation in extracurricular activities in high school. There was a statistically significant relationship between high school average and involvement in high school extracurricular activities and no high school involvement. However, it is suggested that further research needs to be done to be sure about the reliability of the reported grades. Quotes from other literature were given to support the theory that greater participation is associated with greater academic success. In conclusion, the articles warned against the elimination of extracurricular activities due to budgetary cutbacks.

Tom, Alice K. "Non-Traditional Predictors of Academic Success for Special Action Admissions." Resources In Education November, 1982, ED 256 268.

This study discussed the use of non-traditional college admission variables in the prediction of academic success. Among others, extracurricular activities was identified as a non-traditional variable. Analyses of survey data indicated both traditional and non-traditional variables to be influential predictors of academic achievement. Although traditional variables are more effective predictors, it was found that their predictive power decrease with time, whereas non-traditional variables may not. The author stated that the use of non-traditional variables therefore could be important, even though they do not seem to be very useful for short term success prediction.

Dvorak, Jack. "Comparisons of College Grades, ACT Scores and High School Grades between Those with and Those without High School Newspaper or Yearbook Experience." Resources In Education August, 1986. ED 269 787.

In general the study found that students who were involved with journalism, such as in the high school newspaper or yearbook, were higher academic achievers at college, except in the ACT scoring in mathematics. These students were also more likely to participate in other extracurricular activities. They were slightly more critical than other students, but this may have been related to their exposure to journalism, which tends to encourage critical analysis.

C. Academic Decision-Making

Elfner, Eliot S., et al. "Assessing Goal Related Student Outcomes for Academic Decision-Making." Resources In Education May, 1985, ED 259 669.

This study revealed that participation in extracurricular activities at high school, had both positive and negative effects on students' academic decision-making in their college freshman year. Students who participated in activities such as academic clubs, social or service groups, or student-faculty committees showed positive levels of interest towards career planning activities, participation in career oriented organizations, and increased confidence about future career opportunities. However, students who participated in choir, career service programs, and in some cases athletics, showed a decreased level of satisfaction.

Saltiel, John. "A Comparison of the Sources of Interpersonal Influence in the Occupational and Educational Attainment Process of Rural Youth." Resources in Education August, 1980, ED 247 063.

This study focused primarily on the sources of interpersonal influence for occupational and educational aspirations. Among others, researchers reported that the level of participation in extracurricular activities, was a statistically significant variable, especially for occupational aspirations. They also found that parental influence declined while peer influence increased as the student progressed through school, came from a higher socioeconomic background, were more involved in school activities and had higher aspirations. In this respect, it is important to mention that peers and secondly parents had been identified to supply the greatest amount of information for both occupation and education.

D. Human Relationships

Scott, Elois Skeen, and Sandra B. Damico. "Predictors of Interracial Contact for High School and University Students." Resources In Education March 1982, ED 216 091.

This study investigated the kinds of activities that (1) promote interracial contact, and (2) the extent to which interracial contact in high school determines interracial contact in college. Results indicated that racial contact was encouraged by involvement at both high school and university levels. Students who participated in activities that offered frequent racial contact were more likely to become involved with several other activities that offered the same interaction. In conclusion, the authors stated that extracurricular programs provide important opportunities for interaction among students of different races.

Fellows, George, et al. "Graduate Followup: B.S. Occupational Education Extension Program at Naval Submarine Base, Bangor, Washington." Resources In Education September 1986, ED 278 298.

This survey was conducted in order to evaluate the efficacy of an extension program which leads to a Bachelor of Science Degree in Occupational Education at multiple Military bases. Graduates were questioned about how the program had influenced their post graduate life. Results showed a very positive effect in this respect. In addition, students who participated in a highly organized extracurricular activities program, were also evaluated. Participants showed improvement in (1) time and task organizing ability, (2) on-the-job human relations skills, and (3) on-the-job team leadership or team management ability. On-the-job oral and written communication skills also showed improvement for both non-participants and participants.

Gibbs, Annette. "The Serpentine Curriculum at Mr. Jegferson's University." The College Student Affairs Journal 4:3 (Fall 1982): 29-34.

This article related data of a survey among 200 students who were very involved in extracurricular activities at the University of Virginia. Students listed many positive results gained from involvement in such activities, such skills as: effective communication skills, leadership skills, skills in time arrangements, goal setting skills and skills for systematic planning. Students also indicated that their involvement with extracurricular activities enhanced their abilities to manage people and to defend organizational purposes and programs. They felt the latter to be useful skills for future jobs. The survey suggested that extracurricular activities are so valuable that efforts should be made to incorporate them into students' programs.

E. Moral Development

Whiteley, John M. "Extracurricular Influences on the Moral Development of College Students." New Directions for Higher Education 31 (1980): 45-50.

In the struggle of the adolescent with his/her identity and with intimacy, studies have shown that the students find that extracurricular experiences rather than academic experiences, have the greatest influence in changing their reasoning about moral issues. The living environment is particularly influential; i.e. on campus residence, etc.

Biggs, Donald., and Robert Barnett. "Moral Judgement Development of College Students." Research in Higher Education 14.2 (1981): 91-102.

The moral judgment development of two groups of students was analyzed; first as freshmen and then as senior students. The two groups were the top and bottom 25 percent in the initial Defining Issues Test (DIT). The effect their college experience had on the result of the second test was analyzed. Results indicated that participation in extracurricular activities had a negative effect on moral judgment development. The quality of experience in extracurricular activities therefore needs to be carefully evaluated. Comment on the research: The research was scientifically well constructed, but as a result of the rigid criteria for scoring the majority of the 767 students who were originally surveyed were eliminated from the study. Eventually only 83 students were analyzed. This small number has questionable statistical significance.

III FACTORS INFLUENCING PARTICIPATION

A. Ethnicity

Teddlie, Charles, and Deidra Larche. "Perceptions of Black and White Students on Extracurricular Participation and Discrimination at a Large Southern University." Resources In Education 1979, ED 224 380.

The research done for this article focused on the lower participation rate of black students compared to that of white students in on-campus extracurricular activities, explored the underlying reasons for this phenomenon, and finally offered suggestions to enhance black participation. Black students participated significantly less in professional, career or honorary groups; on-campus football games; on-campus religious services; and classes than did whites. Blacks felt that less discrimination and more acceptance from faculty members, more information about activities, and a recruitement program would increase their participation rate.

Rooney, Glenda Dewberry. "Minority Student Involvement in Minority Student Organizations: An Exploratory Study. Final Report." Resources In Education February, 1984, ED 248 823.

This study revealed some interesting data concerning minority student participation in minority student activities and factors related to their participation. Involvement in five ethnic university student organizations were reported as being "relatively modest." While 70 percent of the respondents reported being "aware" of the existence of these groups, only 17 percent (less than one out of every five students) reported being actively involved. Eighty-two percent, however, were active in a high school, church or community group prior to college attendance. Students had nevertheless positive feelings about involvement in such activities.

Lyons, James E. "Meeting the Challenge to Serve. Delaware State College." Resources In Education 1980, ED 224 387.

In this study, which investigated the characteristics of white students at a traditionally black institution, it became apparent that white students were largely uninterested in participating in non-academic activities, even when available.*

*The following figures will explain this tendency: 43.2 percent of the respondents were between ages 30 and 54; 58.4 percent were or had been married; 47.1 percent reported to have one or more children; while 91.9 percent of the respondents were classified as commuter students. Students nevertheless indicated that should activities be scheduled during the evening, 50.4 percent would attend.

Reichard, Donald J., and Dennis D. Hengstler. "A Comparison of Black and White Student Backgrounds and Perceptions of a Predominantly White Campus Environment: Implications for Institutional Research and Program Development." AIR Forum 1981 Paper. Resources In Education May, 1981, ED 205 127.

This study examined the differences between black and white undergraduate student backgrounds and perceptions concerning a predominantly white university, over a period of three years. Three major differences were found and discussed. Blacks had a higher need for financial assistance, scored consistantly lower on the Scholastic Aptitude Test, but showed a much higher interest for participation in student government and activities of special ethnic or racial clubs, such as the Neo-Black Society. The findings illustrated the need for a supportive environment for minority students.

Trent, William T., and James M. McPartland. "The Sense of Well-Being and Opportunity of America's Youth: Some Sources of Race and Sex Differences in Early Adolescence." Resources In Education 1982, ED 242 798.

This study focused primarily on the impact that extracurricular participation has on racial tensions and students' self-images. It was found that participation does contribute to an improved sense of satisfaction and well-being among both blacks and whites, but surprisingly enough, does little to influence the students' sense of personal efficacy or self-image. In desegragated schools, however, black students' sense of well-being was enhanced by participation in extracurricular activities.

B. School Size

Schoggen, Phil. "Student Voluntary Participation and High School Size." Resources in Education August, 1984, ED 261 854.

This article suggested that in order to have a more well-rounded student, it may be advisable to have smaller, rather than larger schools. This is based on the fact that their research, and research of others, show greater participation of students in extracurricular activities in smaller schools.

Lindsay, Paul. "High School Size, Participation in Activities, and Young Adult Social Participation: Some Enduring Effects of Schooling." Educational-Evaluation and Policy Analysis 6:1 (Spring 1984): 73-83.

This article showed by statistical analysis that in addition to other factors, high school size has an influence on participation in extracurricular activities -- the smaller the school, the greater the participation. Statistical analysis is similarly used to show that high school participation in extracurricular activities influences adult social participation in a positive way.

Macintosh, Donald. "Inequalities in Sport and Physical Activity Programs in Ontario Schools." Interchange on Educational Policy 21:1 (1981-1982): 61-68.

This study reflected the analysis of several aspects of participation of students in school sports and physical education. Analyzed were: (1) the issues of socioeconomic background, (2) gender, (3) multiple participation in sports and teams, and (4) size of the school. Results indicated that those who did not participate widely (i.e., multiple activities) possessed poorer self concepts in relation to health, weight, physical fitness and skills in sport. Results showed more participation in smaller schools, which corresponds with earlier findings. The author made several recommendations: (1) plan actively to decrease the effect of gender and size of schools, (2) introduce non-competitive creative activities to attract non-participants, and (3) principals, superintendents and school trustees should encourage broader participation. The author stated that socioeconomic background cannot be artificially changed.

C. Exclusion

Weber, Larry J., et al. "Factors Related to Exclusion of Students from School Activities." Resources In Education April, 1981, ED 204 837.

A survey was sent to principals of schools from three states to determine reasons that were used to exclude students from extracurricular activities. Alcohol, drug abuse, and disciplinary problems were frequently the reasons for exclusion. In some instances, academic performance would be used as a criterion for including students in extracurricular activities. An analysis of the distribution of authority was made. Coaches had an inordinate amount of power relative to academic teachers. The legal rights of students was discussed. Where there was discrimination on the basis of sex or handicap, the law has stepped in, but greater legal protection for students may be forthcoming.

"Student Activities in Illinois High Schools." Resources In Education November, 1985, ED 267 051.

Data for this study, was collected about extracurricular activities of students in their sophmore and senior years. These were compared with one another and the results were compared with other states. Data also evaluated the effects of various factors on participation, such as: type of extracurricular activities, type of instructional program (i.e. vocation, general, or acamemic), student's achievement, effect of paid work, disciplinary problems, quality perception of school, self concept, family background, gender, and race or ethnic origin. Previous research supports the notion that in general the better students and those with more positive social attitudes, participated more. However, which is cause or effect is unclear. Research is needed to clarify this, since budget cutbacks threaten the existence of the extracurricular program.

IV CASE STUDIES

A. Agribusiness

Van Schelmar, C., and Douglas Bishop. "Personal Characteristics which Make People More Employable in Agribusiness." Resources In Education 1984, ED 253 725.

The purpose of this study was to determine what personal characteristics are prerequisites to successful agribusiness employment in Montana. Results indicated that most businesses gave preference to persons who had been involved in school activities such as Future Farmers of America and athletics. The study recommended encouragement for student participation in extracurricular activities to prepare students for employment.

B. High School Improvement Project

Stavros, Denny. "Report on the Results of a Survey of Northwestern High School Students. High School Improvement Project, June 1982." Resources In Education September, 1982, ED 230 654.

The survey for this study was designed to collect information needed to plan strategies for school improvement and involved eight Detroit high schools. In terms of extracurricular activities results indicated that: (1) one-third of the respondents preferred to participate in most or all student activities, and (2) three-fifths were satisfied with the variety and quality of student activities offered. There were significant differences among respondents of different grades.

C. Project Teen-Ager

Morris, Judson H., Jr. "Project Teen-Ager - A Skills Exchange Program: High School Students Volunteering with the Elderly in a Rural Community." Resources In Education July, 1984, ED 258 735.

The project for this study was launched among rural adolescents and elderly to improve self-esteem and quality of life for the latter. Students were trained to be aware of the needs of the elderly and both students' and elderly's needs and skills were inventoried and used to form complementary teams. One elderly was assigned to a group of four students. There was frequent report from both students and elderly concerning their interaction. This project seemed to be very successful and to the benefit of both sides.

D. Priority Survey

"Travis Unified School District Priority Survey." Summary Report Resources in Education May, 1984, ED 260-084.

This study was an assessment of priorities in response to a need to set priorities with respect to possible program increases or decreases. Rankings and values were assigned for five types of school programs: elementary school programs; junior and senior high school programs; noninstructional programs; student activities; and student support services. Respondents to the survey consisted of: parents with children in the public school district; high school juniors and seniors; and school district staff. Student activities were frequently ranked either "very important" or "important" among the majority of respondents. However, elementary school teachers and district staff viewed student activities as "not important."

SUMMARY

Students who participated in student activities persisted far longer in their college careers and were more likely to graduate from college as compared to their non-participating peers (Pankanin 3). Furthermore, students who were involved in on-campus activities showed a propensity to remain at the college (Faugn 11).

Research shows that there is a statistically significant relationship between academic achievement and participation in extracurricular activities (Tom; Dvorak; Harvancik and Golsan). Data also indicates that participation has a positive effect on students' decision making for future career and occupational planning (Elfner and Saltiel).

Students who participated in extracurricular activities indicated improved communication skills and better human relationships (Gibbs and Fellows). Scott and Damico stated that students who were exposed to multiracial activities in high school become involved with several other activities in college that offer the same racial interaction (4). Biggs and Barnett found that participation in extracurricular activities had a negative effect on moral judgment development. Whiteley, however, stated that extracurricular experiences rather than academic experiences, had the greatest influence in changing students'

reasoning about moral issues. Therefore directing the quality of the experience may positively influence moral judgment.

Three factors influencing participation in extracurricular activities were ethnic origin, school size and exclusion. Various aspects of racial differences were analyzed. Positive feelings towards participation for both black and white students were frequently reported (Trent and McPartland). Blacks and whites did show, however, different levels of interest and activity (Charles; Larche and Dewberry). The research done by Reichard and Hengstler indicated that there is a need for a supportive environment for minority students. Compared to large schools, researchers found a much higher rate of student participation in the smaller schools (Lindsay and Schoggen). Exclusion, due to disciplinary problems, alcohol, and drug abuse may influence students' participation (Weber, et al.).

The case studies included show that participation in extracurricular activities has an influence not only on the student but also on members of the public and potential employees. It contributes to early vocational training (Van Shelmar and Bishop), and creates better human understanding (Morris). Ultimately, participation in extracurricular activities enhances a student's school experience (Stavros and Travis Priority Survey).

CONCLUSION

Based on the literature presented, it does appear that teachers need to be aware of the significance of student participation in extracurricular activities at both high school and postsecondary level. This paper has given ample support to the notion that participation is beneficial to many aspects of the individual's total development. Persistence, academic achievement, career planning, human relationships, and moral development are all aspects reported to be positively influenced by student participation.

Ethnicity, school size and exclusion were identified as three important factors influencing students' participation. Four case studies are included to illustrate the importance of extracurricular involvement in different situations for students as well as people outside the school structure.

RECOMMENDATIONS

It is recommended that:

1. Participation in extracurricular activities should be enouraged among all students.

2. Students, parents, and members of the public should be informed about the positive effects of extracurricular involvement.

3. High schools, colleges, and universities should make special effort to encourage participation from those who would normally not participate.

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Whiteley, John M.
"Extracurricular Influences on the Moral Development of College Students." New Directions for Higher Education 31 (1980) 45-50.

STUDENT QUALIFICATIONS

I Name: Susanna Johanna Sophia Laubscher

II Address: 1495 West Severs Road
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III Educational Background:

School	Year of Graduation	Degree earned
Windhoek High School	1977	National Senior Certificate
University of the Orange Free State	1981	Higher Education Diploma: Home Economics

IV Employment Experience:

Place of Employment	Years	Job Description
Afrikaans and English medium Secondary School Swakopmund	Jan 1982 - Jun 1983 Jan 1984 - Dec 1985	Taught junior and senior home economics, and junior biology and needlework (basic techniques).
Karoo-Ochse Windhoek	Jun - Aug 1983	Clerk
Nama Secondary School Windhoek	Sept - Dec 1983	Taught junior and senior typing and religious instruction, and junior accounting and physical education for girls.

V Qualifications to Undertake this Study:

1. I completed the student activities course at IUSB with Dr. Wayne Krepel, during the Spring 1987 semester.

2. I taught for four years in high schools in South West Africa, where extracurricular involvement in at least two activities is required from the teacher. During this time I:

   A. coached girls field hockey;

   B. was a group leader and representative for the Voortrekkers (an Afrikaans youth organization similar to the Boy's Scouts and Girl Guides);

   C. coached high-jump during the athletic season;

   D. acted as tennis representative for my school; and,

   E. assisted with the organization of the following school events: athletic meeting, matric-farewell (similar to the prom), prize-giving night, folkdancing, and the annual talent-festival.

3. I was an active participant in extracurricular activities during my high school and university years in South and South West Africa.